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EXTENSION SERVICE

REVIEW

U S DEPARTMENT OF AGRICULTURE * JUNE 1965



IN THIS ISSUE: ASPECTS OF RURAL AREA DEVELOPMENT

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

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EDITORIAL

The American landscape is one of infinite variety. You can get into a good argument as to what part of our land is most pleasing to the eye. Some prefer the spectacular Grand Canyon. Others come back year after year to view the Valley of Virginia from the Skyline Drive. And there are vigorous advocates of the values of this or that State Park, National Forest, State Forest, or National Park. Still others are equally enthusiastic about New England's hills and mountains or the broad sweep of beaches of the Carolinas, the Gulf, or those along the Pacific. The desert appeals, and so do the Great Plains.

As our country becomes ever more urbanized, the vast farmlands of this Nation take on added appeal. Apple blossom and other similar festivals attest to this.

Landscapes take hold of people. When some particular pleasing view is needlessly damaged or destroyed or littered it is a loss to all who place high value on America's landscape.—WAL



In a Toastmasters Club any situation can be simulated. Mock courtroom, expression practices using poetry, or extemporaneous simulated telephone conversations using sales approach and resistance technique (above) all provide opportunity for club members to think and gain command of language.

4-H Toastmasters

by CONNIE GOERINGER

Associate Washington County Extension Agent, Dewey, Oklahoma

EVERY OTHER Monday evening 24 boys meet in the agricultural building on the Washington County fairgrounds for the express purpose of standing before a group, talking, and learning to be comfortable at it.

They're members of the Washington County 4-H Toastmasters' Club, an organization that began May 5, 1961, and is bound to be an important influence on its membership.

This is not a training ground for State champion 4-H public speakers. I believe that effective public speaking is an acquired art, and the best way to acquire this art is through experience—and that's just what our boys get in their program.

Members of the 4-H Toastmasters' Club range from the beginners, who mentally at least, tug at their collars and hope their trembling legs will somehow stay under them through their talks, to boys who have appeared in district and State public speaking events.

They all learn and improve.

I am assisted in the program by Wayne McLaughlin, a Bartlesville chemist who is a member of the Cherokee Toastmasters' Club and a

former area governor of Toastmasters' International. He attends all the meetings, assisting the boys through helpful, careful criticism and many an encouraging pat on the back.

The objectives of the club are:

1. To improve abilities in oral expression and thought.
2. To develop the ability to appear effectively before audiences.
3. To provide constructive evaluation and comment on all speeches giving the speaker the benefit of audience reaction.
4. To develop the habit of analytical listening.
5. To provide instruction and experience in chairmanship and parliamentary procedure.

Because of the nature of the organization, membership is limited to boys 13 years old or older. Membership is free; 24 boys are currently enrolled in the program and are actively participating.

When the speakers for the evening have finished their talks, McLaughlin and I make our evaluation and criticism of each speaker. The criticism is gentle and encouraging pointing

out the faults obvious to both speaker and audience with tips on how to eliminate these faults.

Both of us are obviously careful to watch for good points in a presentation as well as bad. I believe that the boys progress through encouragement and improve through criticism and experience.

In the usual sequence of a meeting of the Washington County 4-H Toastmasters' Club, the program is opened by the president, who, after the business formalities introduces the Toastmaster of the evening.

He in turn introduces the speakers. After the speech session comes the evaluation and following the evaluation is the topic session in which all members participate by speaking on a topic which is handed to them as they approach the speaker's stand.

Incentives are added to spice the program. One is a "traveling trophy" awarded to the best speaker each evening. The same trophy is passed from one "best speaker" to another. Whenever a boy wins the best speaker award four consecutive times he is awarded it permanently. This is not a slight accomplishment, however, the trophy was retired for the first time on February 17, 1964. The award, sponsored by McLaughlin, will be continued, and all boys will have equal opportunity to win it.

The second award is sponsored by myself and will be awarded to the Toastmaster of the Year. This is based on the club member's performance as to meetings attended, how well he carries out assignments. A point system is used to determine the recipient of the trophy at the end of the year.

The 4-H Toastmasters Club is one of the most worthwhile programs now underway in Washington County and the time I spend working with these boys is less than that which would be required to work with one judging team of four boys. And the boys get a lot more out of the time I spend with the program. □

TENCO

People in ten contiguous counties team up to build a stronger economy and a better life in an area where the corn doesn't grow as tall and a once-flourishing mining industry is almost gone.

by EBER ELDRIDGE, *Extension Economist*
and BOB KERN, *Extension Editor, Iowa*

THE MOST IMPORTANT single accomplishment of the TENCO program is that people in this area now recognize their interdependence.

Those are the words of Bob Kaldenberg, the Albia banker who served as chairman of the TENCO steering committee through the first 3 years of the project.

Kaldenberg can cite a long list of ways in which people in TENCO back up their awareness of interdependence by working together. Consider just a few:

- * The TENCO industrial committee, with assistance of the Iowa Development Commission, has conducted area conferences on credit and industrial financing, analyzed the industrial environment of the area, and has plans for preparation of area industrial promotion materials.

- * The TENCO agriculture committee has studied the farm economy, offering recommendations on public policy and on educational programs needed to help farmers adjust to the present situation; farmers have participated in 3-day Extension conferences on "Modern Management Methods for the Farm Business," following up a high-priority recommendation of the committee.

- * Recreational resources of the 10 counties have been inventoried and advertised in 100,000 copies of a promotional brochure.

- * Two intensive studies of the public school system have been completed by Iowa State and now are undergirding schoolmen's appraisal of education in TENCO at the present time.

- * Over 200 clergy and lay leaders have attended 1-day conferences on social and economic trends and their implications for churches.

- * Area committees are working closely on several aspects of planning related to the Rathbun Dam, which will create a flood control and recreational lake with about 1,000 miles of shoreline.

- * County labor surveys have been conducted through the Employment Security Commission.

- * A growing list of social and economic study reports have been developed through Iowa State University, providing objective data on a wide range of subjects, for use by the area and local leaders.

- * The 10 counties of TENCO have been designated this year as a field extension unit in which the Iowa Co-operative Extension Service will pioneer its modern approach to multicounty programming.

Many other activities and actions could be cited. Also a reality in the area, though it is difficult to document, is a new kind of area orientation in the minds of thousands of people. When one of the county seats, Centerville, was chosen as a site for a plant of a major chemical producer, the largest area newspaper over 40 miles away editorialized the congratulations of its own city and the whole area.

"This would never have happened before TENCO," said many longtime residents.

Awareness of the TENCO organization and the area development idea has mushroomed, according to careful observers. Two communications studies add supporting evidence.

What is TENCO? TENCO is a many-faceted approach to area development. It is an organized structure of area leaders—50 men and women representing their home counties on a steering committee and four study committees: agriculture, education, industry, and recreation. It is many public agencies and some private ones working with and through the structure to provide resources that help area people study, make decisions, and act to solve their own development problems.

TENCO is a geographic area of 10 contiguous counties in southeast Iowa. They are counties with a continuing history of out-migration and sharp changes in economic base. The area's combination of soil and climate places the inherent productivity of its agriculture below the median for the Corn State. A once-flourishing mining industry has almost disappeared. Retail sales have lagged behind State trends. Employment has lagged.

TENCO, to Iowa Extension, is a pilot trial of a new rationale for rural areas development effort. Iowa Extension was the intellectual architect and the continuing organizational and educational support.

Mid-century social and economic tensions of the rural community are well known to most Extension workers. We will only call a few major factors to mind. Science and technology have brought economic advantages to units of sufficient scale to apply them; numbers of farm workers have declined more rapidly than nonfarm jobs have been added in rural communities. People have demanded increasing quality and quantity of both public and private services; desired services have been difficult

to maintain in the face of lagging employment base and shrinking population.

The technology behind such striking economic changes, particularly the new ease in travel, has widened the boundaries of "community" in the minds of rural residents; in their actions, too. People go greater distances for goods and services, and they commute to work many miles away.

Social scientists have long told us that villages, towns, counties—even large cities—do not exist in economic isolation. Nor are they socially isolated. Complex links of interdependence create ties among institutions and across wide spaces.

Economic and social decisions of individuals are not isolated. Spatial factors decrease in their power to restrict individuals' alternatives. An Iowa family may consider, at one time of decision, choosing a job in a factory 20 miles away or migrating to California; they may choose between bowling in their home town or attending an opera in the State capital.

The Iowa philosophy of area development education and organization was expressed in *Rural Areas Development in Iowa*, published in 1961:

"The people themselves—when they have the information they need can best analyze, make choices and take action. When issues and problems are defined correctly, people of varied interests can reach a reasonable agreement."

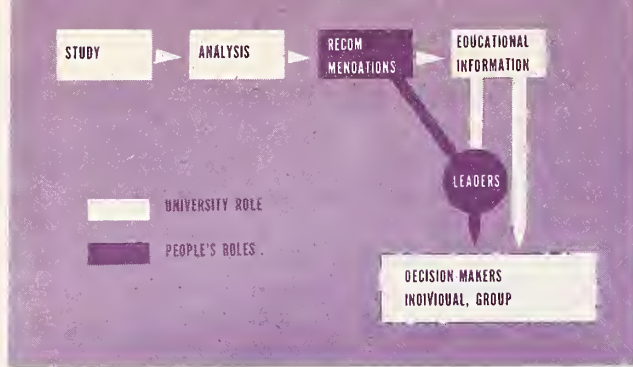
The question then was, what area is relevant for people and their analyses, choice-making, and action? Iowa social scientists saw the multicounty area as the most rele-

vant focus. Here are some reasons:

1. A multicounty area has a large enough economic base to permit an optimum scale for production, services, institutions, and recreation of high quality and low cost.
2. A multicounty area provides a base for the kind and variety of community services that have outgrown the small community, even the rural county.
3. A multicounty area provides stability of population needed for effective planning, even though some communities may grow or decline at rapid rates.
4. The multicounty area has many economic and social linkages. Development in one part spreads its benefits to other parts.
5. The multicounty area provides a missing link in industrial location. Industrial location is a narrowing-down process, and the last decision, usually, is the choice of one specific community. An area organization can work on the same unit as the industry in the earlier critical stage of selecting an area.
6. A multicounty approach does not detract from the local self-interest and initiative of a particular community. On the contrary, it gives that community benefits of analyses and access to area systems of leadership and service to support its own efforts.
7. A multicounty area offers a larger "pool" of effective leaders and supporting resources. Both are vitally needed for planning and action.

Social and economic development, of course, involves much more than space in terms of square miles or numbers of counties. Development occurs as people and in-





stitutions take actions. And the time-honored Extension imperative applies: "Start where the people are."

Iowa State's Dr. Karl Fox, head of the Department of Economics and Sociology, has offered the "functional economic area" as a structure in which development efforts can be carried out.

Here are some of the characteristics that seem to be related to a multicounty functional economic area:

1. Residents have a feeling of personal identification with a larger community. When you question people you discover which direction they look toward this larger community.

2. Commuting patterns tend to follow the functional area. Direction of commuting is toward larger communities within the multicounty area. At the outer edges, there is a sort of "watershed" that marks transition between two functional units.

3. Traffic patterns show an increasingly heavier flow as you move toward the center city of the functional area.

4. A common communication pattern usually exists. Area of major newspaper and radio-television coverage approximates that of the functional economic area.

5. Distance seems to be a practical criterion for delineating the area. Commuters and consumers show little reluctance to drive for one hour to reach a city that has a full range of goods and services and a wide spectrum of job opportunities. In Iowa at the present time, that means a distance of about 50 miles outward from the center city.

6. A functional economic area has some semblance of an organized economic layout. Typically there is a central city—with well-developed wholesale trade, surrounded by a circle of retail centers, each surrounded by convenient service centers.

In Iowa, the east-west and north-south road grid has led to diamond-shaped areas that cover 8 to 10 counties, with total populations of 150,000 to 200,000 living in 10 to 12 retail centers, many small villages, the open country, and one central city of 25,000 to 50,000.

Area development programs are community programs. The leadership and the people of an area carry the initiative and make the decisions. Their decisions may not

always coincide exactly with a coldly logical economic model.

Iowa Extension offered the initiative that brought leaders of the 10 counties together to consider a multicounty program of economic and social development. Extension specialists laid out their analyses of the area and outlined what they could see as possible gains for the area from such a program.

On November 30, 1961, an invited group of 55 community leaders decided to undertake the area program. With assistance from Extension, they organized their committee structure. An area agent in community development, Arthur C. Johnson, was assigned to assist the committees and lead in educational efforts on the idea and content of development.

The ultimate test of development efforts is usually a set of social and economic changes. A set may include such criteria as: (1) rising per capita income; (2) fuller use of resources, as indicated in improved efficiency and volume of goods and services and reduction of unemployment and underemployment; (3) creation of new jobs; (4) improved education and training of the labor force; (5) higher quality services, both public and private; (6) development of facilities and services in recreational and cultural spheres; and (7)—though often hard to measure—increased satisfactions of people, more positive attitudes, strengthened moral environment, and esthetic pleasures of many kinds.

These, however, are not Iowa Extension's objectives. The goal we pursue is education that helps people in an area take actions and make decisions that contribute to development.

We believe that we have a significant role to fulfill in the stage of study and analysis of current situation and possible alternatives. The consideration of these alternatives and formulation of recommendations, however, is the unique province of the people and the systems of the area.

When recommendations have been sent out, Extension has a vital task in disseminating information. We supply educational information—the data, the implications, ways of taking action—but we never decide that a certain action should be taken; we never play the proponent role.

The TENCO idea was conceived about 5 years ago. Activation came 3½ years ago. We have been learning—along with the leaders and people of TENCO—through study, trial, evaluation, and adjustment.

At the present time another multicounty area program is nearing the end of its second year. Preparatory work is underway that may lead to two others. Several other areas have made known their interest in Extension assistance for similar work.

As we read all of the data currently feeding back to us, we find validation in Iowa of this concept of multicounty area development. □



Learning to identify quality and grades of wool at the Shearing School.

Sheep Shearing School On Wind River Reservation

by RAY A. WOLFLEY
*Agricultural Extension Agent
Fremont County, Wyoming*

WYOMING has always ranked high among the sheep and wool producing States in the Nation, and continues to offer opportunity for that "hardy breed of men" who wish to supplement their incomes in the specialized business of sheep shearing. Sheep shearers are in demand now and there appears to be a growing need for more locally-trained men to enter the sheep-shearing field.

Looking toward the possibility of partly supplying this need for shearers from Wyoming's Indian Reservation, and also furnishing seasonal employment, the Agricultural Extension Service in cooperation with the State Employment Security Commission and Bureau of Indian Affairs, organized a sheep-shearing school for Indians on the Wind River Reservation in February 1965.

Extension Livestock Specialist, Ken Faulkner, from the University of Wyoming, and I met with the Arapahoe and Shoshone Tribal Councils to outline the purpose of a shearing school and received their cooperation and support.

Faulkner prepared a 2-week course of instruction and arranged for instructors to assist with the school. The sheep shearing school was specially-designed to give actual training experience in the use of machine shearing equipment, together with its care and maintenance in the field. In addition to the shearing training, instruction was given in wool grading, care of shorn fleeces including tying the fleece, sacking, and various steps in its preparation for market.

Instructors for the shearing school included Faulkner, Alan Herold, Instructor in Wool at the University of Wyoming, and E. A. Warner, shearing specialist for a manufacturer who furnished the power shearing equipment.

Eight Arapahoe men enrolled in the shearing school. Most of them had had previous experience with blade shearing, but not with using power machines. The demand for machine shearers and the desire on the part of the enrollees to earn additional income, made this project important to the Indian worker. Each

enrolled member received a subsistence allowance of \$43 per week from the Employment Security Commission and attended classes for 40 hours each week.

The first 2 days of the school were for classroom instruction in wool grades, breeds of sheep, types of machine shearing equipment, and some economic factors in wool preparation as it affects the grower.

Two days were spent sorting, grading, tying, and resacking 400 fleeces owned by a local man. In this way the enrollees became familiar with power shearing equipment in preparation for the following week which was devoted to actual shearing in the field. The County Fair Building was used for the grading and sacking.

The Extension Service made arrangements for the shearers to shear out 1,400 head of sheep belonging to four different wool growers in the Riverton and Pavillion areas.

As a result of this school the shearers have been given an opportunity to join with other shearing crews in the area. □

by LLOYD L. RUTLEDGE, *Program Leader
Division of 4-H and Youth Development, FES*
and U. G. WORD, JR.,
4-H Club Agent, Arkansas

THE ARKANSAS Special 4-H Project involves low socioeconomic families having youth who never before have been reached by an informal educational program. The project is a cooperative venture between the Federal Extension Service and the Arkansas Extension Service. Essentially, the project is aimed at the great need in low-income areas—and all underdeveloped areas—of “education for living” and the development of native leadership.

The specific objectives of this project are: to develop and test methods and processes of working with youth of rural low-income families; develop, adapt, and test 4-H projects and informal educational programs; test the feasibility of utilizing the services of program aides for recruiting, organizing, teaching, and supervising youth involved in the project.

Work on the project is concentrated in three counties—St. Francis, Lonoke, and White. As methods and programs are developed and tested, ten additional counties will be involved. To date 578 boys and girls from 204 low-income families are participating.

Presently the young people are recruited, organized, and taught by 49 program aides who are trained and supervised by the county Extension agents. The program aides are local citizens who have agreed to recruit and work with young people. Generally the program aides are a part of the indigenous leadership of the community. The program aides involve youth who are not presently reached by Extension Service or any other informal educational group. The program aides work with groups of young people between the ages of 9 to 19 in a “program of youth work” as outlined by the county Extension agent.

The program of work consists of educational training project units, each of which is planned for completion in 2 to 3 months. Then the program aides introduce additional units to the youth.

The work with the youth may be done on an individual basis, but usually is conducted in small informal groups or on an organized club basis as is done in 4-H Club work. The program of work includes at the end, an exhibit or display of work done or project tour. After this is accomplished, a second phase of the program, which is now being planned, will give more career development to the young people and more emphasis will be directed to the need for education in tomorrow's world.

Under this Special Project, program aides receive some financial reimbursement. The aides are recruited with the understanding that such work is done as a community service. This part of the program is being observed,



Special 4-H Youth Deve

evaluated, and special attention is being given to the growth of indigenous leadership in the community. At this point, the work in Arkansas has shown already that what happens in the personal development of the program aides is highly significant. For example, after participating in the program, the present leaders are demonstrating greater aspirations for the improvement of family and community life.

Very elementary educational subject-matter materials and methods have to be used and special program materials are prepared by the State Extension specialist as local Extension agents discover the needs, interests, and situation of the youth, their families, and their community.

The Special Project began 12 months ago. Thus far, the project has had such a response that the demands for involving other low-income groups have had to be limited so that attention could be given to testing and evaluation. The project has shown that disadvantaged youth are interested in informal educational activities if the program is based on the needs and pitched on a very elementary approach.

Another tentative conclusion is that indigenous leaders (program aides) are available in low socioeconomic situations; they respond to recruitment enthusiastically; they can be trained; they do have ability and confidence to lead groups of young people in their own neighborhoods. Special educational materials have been prepared in clothing, foods, electricity, health, handicraft, gardening, lawn care, poultry, and home management topics. More materials are being planned for other topics.

The cooperative project arrangement between the Fed-



ment Project in Arkansas

Program aides teach young girls short-term projects that have immediate use in their everyday home life.

eral Extension Service and the Arkansas Extension Service is demonstrating a new type of program leadership. Program leadership competencies of Federal Extension and that of a State Extension Service complement each other in such a way that a two-way flow is established in which local needs can be served through the channels of State and National programming. The funding, educational leadership, and evaluation are being conducted co-operatively by Federal Extension Service and Arkansas Extension Service.

The major issue, defined in terms of rural youth, which distills from the Arkansas project reveals three basic cruxes of a paradoxical problem.

First, rural young people are acquiring skills and habits which are not realistic in terms of the structure of employment in or out of the rural community. Often the young people may be oriented to the obsolescent and disappearing end of the occupational hierarchy. This characteristic is rooted in the very complex nature of values in the rural community, in the lagging aspirations of the family, in the quantity and quality of educational and other community services, and in the presence of special features of the community expressed through race, minority groups, and the extent of delinquency and retardation.

Second, with all of the distinct strengths of the rural child, the real situation is that the range and quality of visual and verbal impressions, in and out of school, tend to limit knowledge about alternatives, in work as in other fields. Obviously, a rural youngster in Arkansas as in other rural sections, is handicapped in the ability to deal with abstractions, concepts, and change. Essentially, the

price the rural environment exacts from its young is less awareness relatively of the nonfarm world.

Third, the odds suggest that the rural child in Arkansas is at a disadvantage as he shifts from youth to adulthood. This move is built along three axes. One is the axis of physical mobility; this goes beyond the boundaries of a familiar physical community. The second is the axis of social mobility; the purpose of this move is to achieve higher money and status symbols which require entrance into new groups and activities. The third axis is toward increasing distant personal relationships and moving towards a more extensive verbal environment characteristic of an urban environment. The basic objective in the Arkansas Project is to help prepare youth for these movements through informal educational experiences within his own family and community.

Such a theory or framework gives the salient and powerful propositions which lurked just behind the massive and vigorous format of our program guidelines. Essentially, the Arkansas project endeavors to develop a boy and girl who can live successfully in his home county or in Little Rock, Detroit, or Kansas City. It is working at the challenge of breaking a chain of the adolescent obsolescent—a child born with a rural heritage who can live as a good citizen and leader in a complex society—rural or urban.

In summary, the Arkansas project is a search for educational means to work with disadvantaged youth—to increase their employability, to encourage them to stay in school, to develop wider participation with others, to instill a sense of accomplishment, and to enrich their outlook for the future. □

Cooperative Action Harnesses Community Forces

by AUDREY BURKART

Extension Specialist in Foods and Nutrition, Rutgers, The State University, New Jersey

TOO MANY COOKS can spoil the soup but when the women of a community band together to improve nutrition on a wide scale, the adage changes to "The more the merrier."

This proved true in the case of a teenage nutrition workshop promoted by the Somerset County Medical Society Auxiliary and the Somerset County Cooperative Extension Service in New Jersey.

Margaret Mearns, county Extension home economist in Somerville, had long been aware of the need for improved teenage nutrition and had attempted to organize interest in a community-wide project.

The catalyst she sought appeared in the form of the Auxiliary. Some of its members had attended nutrition meetings sponsored by medical auxiliaries elsewhere in the State. The women noted the similarity of purpose of the meetings with those of groups encouraged by Extension. They agreed with Mrs. Mearns' purpose and joined her in her efforts.

So self-propelling did the community enthusiasm become that it did not diminish when Mrs. Mearns' husband was transferred to Prince Frederick, Maryland, and she joined him there. Mrs. Mearns is now on the Extension staff of Calvert County.

I took over as advisor for the group, but the natural effervescence of the women was the primary factor in the success of their teenage nutrition workshop.

The project began with an exploration of the potential of each group; financial resources, contracts with the community, and speakers available.

Extension provided indispensable

professional leadership. Mrs. Mearns had clearly visualized the educational possibilities inherent in a teenage nutrition workshop and knew where to go for program and materials. In addition, she had the ability to organize the diverse talents of homemakers and professional nutritionists.

Her advisory council was an active ingredient and cooperated fully with Mrs. Mearns' plans. The final success of the workshop proved the importance of lay leaders; the council deserved much credit.

Extension also handled a number of the details that are so essential to the success of a workshop. These ranged from mimeographing letters to getting films for showing.

The Medical Auxiliary provided the financial support for the speaker, lunch, printed invitations, and mailing charges. As the president of the Auxiliary said, "You people have the know-how, we have the money."

Members of the combined Medical Auxiliary-Extension groups searched the membership rolls of women's professional and community organizations and compiled a master file of names of individuals in New Jersey interested in teenage nutrition. They made two mailings, personally inviting women to attend.

One woman from each of the two groups wrote stories that were printed in New Jersey newspapers each week for 3 months before the workshop. These included biographical sketches of speakers and panel.

Whenever possible, two women from each group made up each committee.

The women successfully obtained

a Nationally-recognized authority on nutrition as speaker, and, with the showmanship of Madison Avenue pros, they added films, exhibits, and laymen's practical questions to make the event stimulating and educational.

Dr. Frederick J. Stare, Chairman, Department of Nutrition, School of Public Health, Harvard University; and Catherine Nawn of the Consumer and Marketing Service, USDA attracted a group of 315 to the all-day affair.

The two speakers were backed up by an equally knowledgeable panel: Mary Ann Dean, New Jersey 4-H specialist in foods and nutrition; Evelyn Antal, New Jersey School Lunch Program supervisor; Florence Melick, of the Community Diet Council Service, Douglass College; and Thomas DellaTorre, athletic coach, Hackensack High School.

To present the layman's point of view, two students, two homemakers, a school lunch supervisor, and a school nurse quizzed the panel.

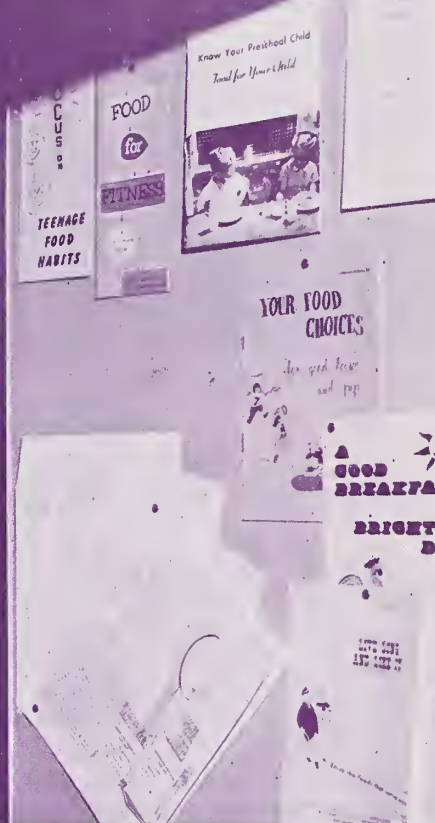
A well-organized, three-ring circus effect took over during the lunch hour. The committees provided a stand-up lunch so that the audience could view films on nutrition and see exhibits while they ate.

Among the organizations exhibiting and distributing literature were the National Dairy Council, Department of Health, Department of Education, Federal Food and Drug Administration, USDA, and two visiting nurse associations. Extension also provided printed materials.

Twenty schools sent representatives to the workshop: school nurses, dietitians, home economics teachers, and

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protein
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for the how's and
why's see your
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school lunch or cafeteria people. Five hospitals and homes were represented.

Also attracted were members of 3 PTA groups, 15 groups representing local churches and clubs, 5 county Extension advisory councils, and 3 Red Cross units. This proved that professionals, sub-professionals, and homemakers can meet and converse in an environment that offers each group an educational challenge. Medical men were astonished that such a large and diverse group could

be encouraged to meet about nutrition.

Among the positive accomplishments of the workshop was the enthusiasm of the professional workers for the opportunity to update their knowledge. Groups of teachers reported their impressions of "the good meeting attended" to Florence Heal, New Jersey State home economics supervisor.

In addition, a comprehensive card file of organized groups in the Somerville area was collected and is serving as a useful resource for the promotion of other area-wide meetings.

But most meaningful of all was the cooperation that developed between Extension and the Medical Auxiliary. Although neither the members of the Auxiliary nor Extension knew each other at the time the plan first crystallized, they quickly assessed the unique qualities of each group and worked together to make their nutrition workshop "first" in cooperation as well as "first" in success.

At the close of the workshop, the two groups did not ask, "Shall we do this again?" but rather, "When will be our next workshop?" □



Indian boys select swine for their 4-H Club projects.

We're on the Warpath Against Poverty

by LAVON DAY

Roosevelt District Extension Agent, Utah

"WAR ON POVERTY" is no mere slogan here on the Uintah and Ouray Indian Reservation. To us as Extension agents working with the Ute Indians it's a big challenge.

Perhaps you can appreciate this more if you will visualize the problem situations facing us as change agents challenged with the responsibility of helping these good people improve their living conditions. They lack adequate housing; they also need vocational training, assistance in improving their farming and livestock production, and more constructive youth activities.

Three bands, Uintah, Whiteriver, and Uncompahgre, approximately 1,551 members, comprise the Ute tribe. They live in four main settlements, Fort Duchesne, Ouray, Randlett, and Whiterocks. Most of their homes are frame houses with three or four rooms; some are smaller houses, and there are a few log cabins. Fifty-four percent of the homes have outdoor toilets and no indoor plumbing. About 61 percent of them have running water piped from a well or public supply into their homes or to a tap just outside the house. About 19 percent of the people haul water from chlorinated public supply sources; the other 20 percent haul their water from irrigation ditches, rivers, and other unsatisfactory sources.

A large majority of the people aged 6 and over do read and speak English, and most children attend local public schools. However, there is no industry in these communities, and the lack of adequate transportation hampers economic development resulting in severe unemployment.

As you might expect, the average family income is low; most of it comes from subsistence farming, but the farming and ranching conducted here is not adequate to care for the entire population. Some families do receive small returns on grazing leases, oil and gas leases, and bonuses; but this money is often dissipated without lasting benefit to the people.

Those are some of the problems we see. But how do the people themselves visualize their own situation? Old-timers in Extension tell me a relative newcomer, that this is the important question. To get the answer, we held a series of meetings in the Indian communities and asked those people what they thought were the causes of poverty. We divided them into small discussion groups to discuss the question, then each group reported back. Almost unanimously they agreed that the following were causes of poverty for them:

1. Serious lack of education,
2. Lack of experience and training in specific job skills and extreme difficulty in getting either of these under present circumstances,
3. Lack of transportation to the places where work opportunities exist in the Uintah Basin,
4. Lack of job opportunities near home,
5. Lack of unity or cooperation among different factions of Indians and individuals in the community,
6. Lack of a feeling of individual and group responsibility, and
7. The actual lack of opportunities.

We are convinced that a group of people must first recognize their problems before you can really help them overcome poverty. That is why we in USU Extension Services have been working closely with the Ute people to help them analyze their economic and social problems, and recognize opportunities and available assistance programs to solve those problems. We are trying to help them effectively utilize the following programs: Mutual Self-Help Housing, Economic Opportunity Act Loans, and VISTA Volunteers.

In the latter part of 1963, The Public Housing Administration announced that it would be possible for members of the Ute Tribe who were in the low-income group to participate in the Mutual Self-Help Housing program. A Ute Housing Authority was organized to handle the organizational part of the program, select the applicants, and carry out the program.

In the summer of 1964 the Extension Services of Utah State University took the lead in this program. As Ex-



As the agent supervises, the men apply siding to the structure built during the 3-day self-help housing workshop.

tension agents assigned to the Uintah and Ouray Reservation, Mary Boender, former Roosevelt District Home Agent, and myself scheduled a 3-day Self-Help Housing Workshop at a youth camp owned by the tribe in the Uintah mountains. Since the regular camp members had just completed their program, the camp staff assisted us greatly by watching the children and preparing the meals.

We had in mind four main goals for this workshop:

1. Answer the people's questions concerning the Mutual Self-Help Housing program,
2. Find out the types of homes they would like to live in,
3. Teach some basic skills in building construction and help them develop a basic knowledge of the proper use of power and hand tools, and
4. Assist them in formulating a budget and provide instruction in money management.

Wayne Ringer, Extension Engineer from Utah State University, Lloyd Smith, Duchesne County Agent, and Mary Kennington an FES Program Leader assisted with the workshop. The maintenance department of the tribe furnished materials which were used for the construction of a small building. After several periods of instruction, we began building an 8' x 12' sample structure with the Indian people participating.

You, too, would have been delighted to see the enthusiasm of these people as the structure took shape during the next 2 days. They rapidly gained confidence in their own building skills—skills they would use in building their own homes. Another rewarding part of the work-

shop was the plans of homes which they developed.

We asked each family to draw the floor plan of the type of house they would like for their own. Interestingly, they had some constructive ideas that differed from the floor plan the Public Housing Administration had scheduled for this reservation. Using the ideas they presented during the workshop, we were able to persuade the Housing Authority to recommend these modifications to the Public Housing Administration.

Ten families represented at this workshop were chosen to receive Self-Help Homes in Whiterocks. Construction of these homes was scheduled to begin in April or May. Meetings were held in the communities of Fort Duchesne and Randlett explaining the housing program to those people, and preparations were made for ten families in each of these communities to receive Self-Help Homes.

Title III, Part A of the Economic Opportunity Act provides for loans that can be made to low-income rural families to help them improve the operation of their farms. To take advantage of this help, the Superintendent of the Bureau of Indian Affairs requested that we organize a series of Extension educational classes to help Indian men who want to either begin farming or increase the scope of their operations. This series of classes ran for 12 weeks. At the present time 5 men are interested in enlarging their farm businesses; one has already made application for one of these loans.

VISTA stands for Volunteers in Service to America. The volunteers will serve for a year living right in the area and under the same conditions as the people with

whom they are working. Velma Linford from the Office of Economic Opportunity explained the program at a meeting in Fort Duchesne last fall. She told the Indian people that they themselves, through their own chosen representatives, are the only ones who could request these volunteers for their reservation.

To get their reaction about the program, Miss Linford asked the group three questions and then divided them into three groups to discuss these questions. Here are the results of their discussions:

"What would you want VISTA volunteers to do if you had them here on the reservation?"

1. They should help train our own community volunteers to hold positions of leadership or service in:

- a. adult education programs,
- b. recreation programs,
- c. the Nursery School.

2. They should help community leaders actually develop economic opportunities in each community by:

- a. helping the communities and their leaders develop

proposals to go to the Office of Economic Opportunity,

b. helping members of the communities develop and manage their own enterprises.

3. They should work with the youngsters who are misbehaving.

"What kind of people would you want to have living in your communities as volunteers?"

1. People with professional training are desired to serve as counselors to families and to youth and particularly about school matters.

2. Older married couples might be good.

3. The volunteers should be dedicated people.

4. Indian volunteers from other tribes might be considered.

5. People with well-developed, specific skills are wanted.

"What provisions can be made for VISTA volunteers with regard to housing, meeting places, transportation, and acceptance by members of the Tribe?"

The group pointed out that each community has a com-

A group of MDTA trainees is taught the importance of good grooming and appearance when applying for a job.



munity center which could be used for classes, meetings, group discussions or programs.

They mentioned that each community has welfare houses which could be fixed up and used for housing for the volunteers.

Those in attendance pointed out that if the volunteers were to be here for one year only, they would have to be "accepted" rapidly in order to be effective. To accomplish this they agreed that the following are necessary.

1. Information about the volunteers and their programs should be exchanged and explained carefully among the people.

2. VISTA volunteers must meet on a common level with the people.

3. People must understand the mission and purposes of each individual volunteer.

4. People in the communities should have a part in asking for VISTA volunteers so they will accept them more readily.

5. Local people who are accepted by the tribe could go with the volunteers to introduce them.

Because the group present at the meeting felt that they did not fairly represent the feelings of all of the Ute people, they agreed to contact others, try and interest them in the program, and encourage them to hold and attend community meetings to present their feelings. They suggested that results of these meetings could then be sent to the Tribal Business Committee so that a formal request for volunteers could be made.

Through a series of meetings the Fort Duchesne community adopted a resolution concerning the anti-poverty



An Indian interested in buying cattle talks with the committee organized to help low-income rural families through small loans under the Economic Opportunity Act.

program. One part of the resolution asked for five VISTA volunteers—two would assist community officers in recreation and other programs; one would assist the Extension agents in home economics classes, 4-H work, and community gardens; and two would assist Counselors in dealing with school attendance problems, tutoring needs, and dropouts. From this resolution and the results of other meetings on the Reservation and Tribal Business Committee submitted a formal request for the VISTA volunteers. Two volunteers have been approved for the Uintah and Ouray Reservation.

So you see that we of the Utah State University Extension Services, along with several other groups and agencies, are close allies with tribal members. We are on the "warpath" with them in their battle against poverty and the blight it makes on the lives of their people.

JoAnn Callister, our new Extension Home Agent for the district, and I see encouraging signs of success. The Mutual Self-Help Housing Program is underway with construction scheduled for ten of these homes in Whiterocks. We are making every effort to get sites and applicants chosen for ten of these Self-Help homes in each of the communities of Fort Duchesne and Randlett. We hope to get all 30 built by the end of the summer.

Farming plans are being worked out for those who wish to increase their scope of operation through the small loans under Title III. We are assisting the instructor of a Manpower Development Training program in preparing trainees and their wives to face the problems which they will encounter in accepting employment and moving to a new environment. Communities are continuing to hold anti-poverty meetings. We are also encouraging more 4-H and other youth activities. □



The agent assists in the organization of a swine club.

From The Administrator's Desk

Some Thoughts on Our Educational Role

All of us in Extension from time to time remark that our role is education. Sometimes we are distinguishing between education and "service" or between education and "action"—service and action being the roles of other organizations.

What do we mean when we say our role is education? To some an educator is one who stands before a class, neatly arranged row on row. To some an educator is one who makes formal presentations in which he is presenting facts and information to groups of people. To some an educator is one who writes educational materials.

We sometimes make formal presentations; we sometimes write educational materials; but it isn't these activities on which we base our statement that we are educators. Ours is a particular type of education frequently not understood, even by some Extension workers.

Actually, we perform a service—an educational service. When we help somebody learn how to solve a problem, to apply some new knowledge, we are indeed performing an important service to him.

Actually, we *are* concerned with action. Ours is education *for* action and *in* action. We are concerned with helping people *take* action. Our role is to help them recognize and appreciate needs and opportunities for action, to help them evaluate alternative action, to acquire knowledge and skills needed for action. Perhaps, most importantly, we are concerned with developing people's confidence that they can take action successfully and that the results will be those hoped for.

So we have long stressed learning by doing and learning through demonstrations—by carefully observing the actions and results of others in similar situations.

Since for us the goal is action—informed, progressive, successful, voluntary action by others—the final measure of our accomplishments is always in the actions of others. They must always be given full credit and recognition for their action. Therein lies one of our reporting problems—to reliably and effectively report the true effects of our actions.—Lloyd H. Davis